



LEXINGTON MIDDLE

702 North Lake Drive
Lexington, South Carolina

Grades	6-8 Middle School	
Enrollment	1,416 Students	
Principal	Laura S. McMahan	803-821-3700
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

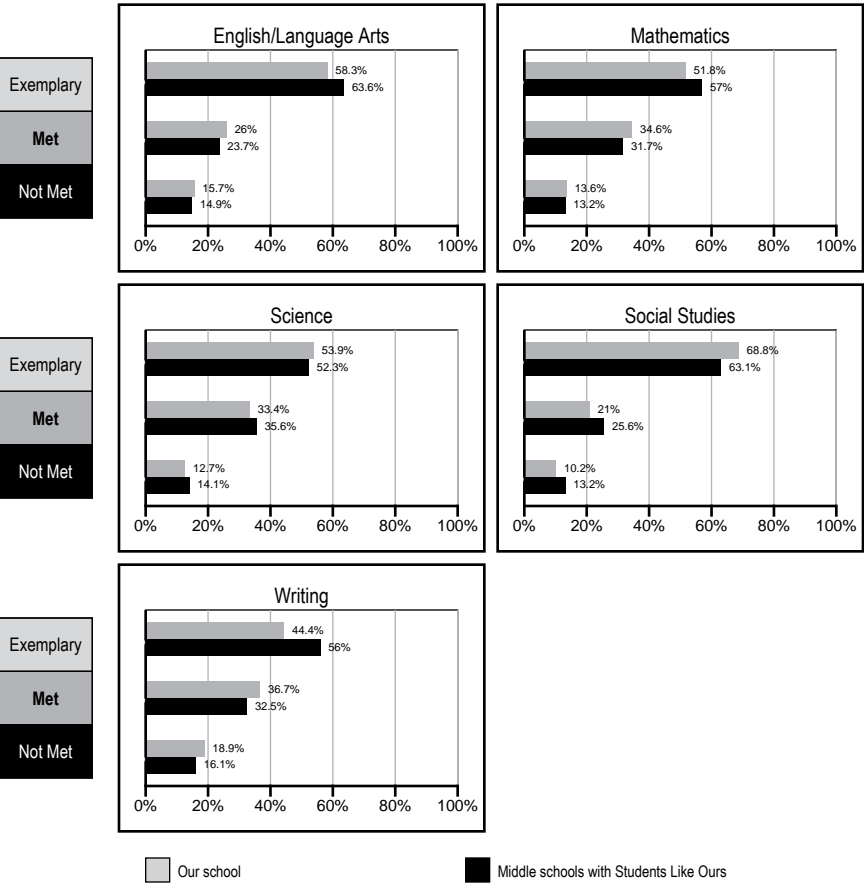
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	100.0%
English 1	100.0%	100.0%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	100.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,416)				
Students enrolled in high school credit courses (grades 7 & 8)	26.7%	Up from 23.1%	50.4%	24.5%
Retention rate	0.6%	Down from 1.2%	0.2%	0.7%
Attendance rate	96.6%	No Change	96.6%	95.9%
Served by gifted and talented program	34.7%	Up from 33.4%	37.7%	17.8%
With disabilities other than speech	5.4%	Down from 7.9%	5.4%	9.2%
Older than usual for grade	0.4%	Down from 1.0%	0.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.1%	1.0%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=86)				
Teachers with advanced degrees	67.4%	Up from 62.8%	62.7%	60.0%
Continuing contract teachers	87.2%	Up from 85.9%	87.2%	82.6%
Teachers returning from previous year	93.5%	Up from 90.1%	89.3%	85.6%
Teacher attendance rate	93.7%	Down from 95.2%	94.9%	95.3%
Average teacher salary*	\$50,472	Up 1.9%	\$48,681	\$46,300
Professional development days/teacher	10.0 days	Down from 11.1 days	10.0 days	9.9 days
School				
Principal's years at school	7.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 22.8 to 1	23.9 to 1	21.5 to 1
Prime instructional time	89.5%	Down from 91.1%	92.0%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.4%	Down from 92.2%	97.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,745	Down 3.2%	\$6,399	\$7,634
Percent of expenditures for instruction**	68.2%	Up from 66.4%	67.9%	64.0%
Percent of expenditures for teacher salaries**	67.0%	Up from 65.0%	66.3%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2010-2011 school year brought a renewed focus on recognizing that students at Lexington Middle School are individual learners and on responding to their needs appropriately. As the school now houses more than 1,400 students, faculty members worked with students to embrace their individuality, as they become capable, competent global citizens of the 21st century.

Building on the strategies that helped LMS meet Adequate Yearly Progress (AYP) again in 2009-2010, faculty members continued to refine our Response to Intervention program. We created a data room where teachers could track student progress throughout the year. After using data to identify areas of strength and weakness, teachers worked with students in individual, small-group and whole-class instruction to target identified skill gaps and to extend learning. The “Zone” continued to be a place where students could complete missing assignments with the help of teachers. We instituted a “Boot Camp” program during the intervention block and paired students in danger of failing with a caring teacher-mentor who worked with them individually.

In addition to meeting AYP, the S.C. Department of Education once again recognized LMS as a Palmetto Gold Award winner after we received “excellent” absolute and growth ratings on the 2010 school report card. Although we are proud of these collective accomplishments of students and faculty members on our campus, we are equally proud of the individual accomplishments of students. Twenty-six students were recognized as Duke Talent Identification Program state finalists, and 81 students were named S.C. Junior Scholars. Six band and eight orchestra students were selected for region and all-state performance groups. The LMS Band received a “superior” rating at Concert Festival. Choral students received 10 “superior” ratings at Solo and Ensemble Festival, and both the choral and orchestra groups were awarded “excellent” ratings at their respective state festivals. Fifty-three students participated in the Tri-District Arts Consortium summer program this year. The Mock Trial team advanced to state competition based on their performance at regional competition.

Beyond the classroom, LMS students continued to learn to be global citizens who respond to others’ needs with passion and determination. Students and faculty members raised more than \$8,000 for Relay For Life, which benefits the American Cancer Society. Students also raised \$4,280 to assist with Japanese earthquake relief efforts. Student leaders also organized the collection of food, clothing, toys and school supplies for various local charities.

As the world around them continues to change, faculty members, students, and supportive parents and community members are committed to working together to anticipate the skills that 21st century graduates need and strive to prepare students to step into the next stage of learning with confidence.

Laura McMahan, Principal
Charles Moore, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	70	468	217
Percent satisfied with learning environment	71.0%	78.6%	87.7%
Percent satisfied with social and physical environment	87.0%	82.9%	80.4%
Percent satisfied with school-home relations	86.8%	88.9%	83.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 29 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1421	99.7	15.5	26.1	58.5	89.8	88	82.4	Yes	Yes
Gender										
Male	728	99.7	19.3	27.6	53.1	86.1	84.9	78.7	N/A	N/A
Female	693	99.6	11.4	24.5	64.1	93.6	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	1137	99.7	11.7	25.7	62.6	92.5	90	88.9	Yes	Yes
African American	162	99.4	41.1	33.3	25.5	70.9	74.6	72.9	No	Yes
Asian/Pacific Islander	55	98.2	11.8	13.7	74.5	94.1	94.6	93	Yes	Yes
Hispanic	59	100	28.6	26.8	44.6	80.4	81.2	79.3	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	116	100	63.2	20.8	16	45.3	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	26.9	23.9	49.3	82.1	80.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	351	99.2	34.1	30.2	35.7	75	78.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1421	99.7	13.3	34.7	52	92	88	81.9	Yes	Yes
Gender										
Male	728	99.6	14.9	36.1	49	91.3	86.5	79.9	N/A	N/A
Female	693	99.7	11.7	33.2	55.1	92.7	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	1137	99.6	10.9	33.8	55.3	93.8	89.8	88.9	Yes	Yes
African American	162	100	31.7	47.2	21.1	79.6	75.3	71.4	Yes	Yes
Asian/Pacific Islander	55	100	5.9	13.7	80.4	96.1	95.4	94.6	Yes	Yes
Hispanic	59	100	19.6	35.7	44.6	87.5	82	81.1	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	116	99.1	56.2	29.5	14.3	59	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	17.9	29.9	52.2	85.1	83.1	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	351	99.2	26.9	43.4	29.8	80.6	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	918	99.7	12.4	33.5	54.1	87.6	80.1	68.6
Gender								
Male	464	99.8	12.2	29.7	58	87.8	79.7	68.3
Female	454	99.6	12.6	37.4	50	87.4	80.5	68.9
Racial/Ethnic Group								
White	733	99.7	9.9	31.3	58.7	90.1	82.8	80.7
African American	108	99.1	30.1	47.3	22.6	69.9	60.6	51.4
Asian/Pacific Islander	32	100	6.5	25.8	67.7	93.5	89.8	85.3
Hispanic	39	100	19.4	41.7	38.9	80.6	70.5	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	66	100	52.5	31.1	16.4	47.5	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	26	100	12.5	45	42.5	87.5	70.6	60.7
Socio-Economic Status								
Subsidized meals	232	99.6	26.3	42	31.7	73.7	66.5	57.3

Social Studies								
All Students	921	99.6	10	21	68.9	90	82.8	72.5
Gender								
Male	474	99.8	10.4	18.7	70.9	89.6	82.5	72
Female	447	99.3	9.6	23.5	66.8	90.4	83	73.1
Racial/Ethnic Group								
White	733	99.5	6.7	20.9	72.4	93.3	84.7	81
African American	107	100	33.7	24.5	41.8	66.3	69.4	60
Asian/Pacific Islander	37	100	N/AV	N/AV	N/AV	100	92.1	89
Hispanic	40	100	17.9	17.9	64.1	82.1	74.5	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	84	100	42.1	30.3	27.6	57.9	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	26	100	10.9	26.1	63	89.1	76	69.7
Socio-Economic Status								
Subsidized meals	228	98.7	23.8	29.1	47.1	76.2	70.3	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	514	99	18.5	36.9	44.6	81.5	79.6	73.2	96.6	95.7
Gender										
Male	263	98.9	25.1	39	35.9	74.9	74.1	67.2	96.5	95.7
Female	251	99.2	11.7	34.6	53.8	88.3	85.3	79.4	96.7	95.8
Racial/Ethnic Group										
White	425	99.3	16.2	37	46.9	83.8	81.6	81.5	96.5	95.7
African American	52	96.2	44.4	40	15.6	55.6	65.3	61.3	96.6	96
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	93	87	97.9	96.6
Hispanic	14	100	33.3	33.3	33.3	66.7	68.2	66.7	97.1	95.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.9	72.2	95.9	94.9
Disability Status										
Disabled	46	97.8	70.7	24.4	4.9	29.3	30.7	26	95.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	20	26.7	53.3	80	69.7	65.7	97.4	96.3
Socio-Economic Status										
Subsidized meals	114	96.5	34.3	42.4	23.2	65.7	67.4	63.2	95.5	94.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	292	100	15	27.4	57.7	85
	7	494	100	14.1	23.5	62.4	85.9
	8	373	100	17.9	30.2	51.9	82.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	485	99.4	14.4	26.6	59	85.6
	7	419	100	16.7	24.4	58.9	83.3
	8	517	99.6	15.4	26.8	57.7	84.6
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	292	99.7	14.7	36.6	48.7	85.3
	7	494	100	11.3	32.7	56	88.7
	8	373	100	21.7	39.3	39	78.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	485	99.8	12	34.9	53.2	88
	7	419	99.8	12.5	26.8	60.8	87.5
	8	517	99.4	15.2	41.1	43.7	84.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	145	100	20.6	42.6	36.8	79.4
	7	494	100	7.5	35.9	56.6	92.5
	8	187	100	18.1	26.9	54.9	81.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	242	99.2	13.3	47.6	39.1	86.7
	7	419	100	12	28.7	59.4	88
	8	257	99.6	12.2	28.6	59.2	87.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	147	99.3	10.1	23.9	65.9	89.9
	7	494	100	12.8	19	68.2	87.2
	8	186	100	6.6	18.7	74.7	93.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	243	99.6	8.6	26.6	64.8	91.4
	7	419	100	12.5	19	68.6	87.5
	8	259	98.8	7.3	19.2	73.5	92.7
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	99	12.7	29.7	57.6	87.3
	7	494	99	12.4	36.9	50.7	87.6
	8	378	99.5	11.7	43.9	44.4	88.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	514	99	18.5	36.9	44.6	81.5

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